Puriton Primary School

Governors' Annual Statement September 2021

Purpose

Local Governing Bodies (LGBs) are established as sub-committees of the Trust Board for each participating Academy in the Clevedon Learning Trust. They are responsible for recruitment and appointment of their Governors and hold each Academy to account for achievement of standards and performance and for local budgets. They are advised by the relevant Headteacher and work with the CEO in the performance management of the HT. Their aim is to achieve and maintain outstanding performance in all aspects of the life of the Academy.

LGBs should undertake an annual self-evaluation and regularly undertake 360-degree appraisal of their Chair.

Terms of reference

The LGB is responsible for:

- Strategic Direction and Culture
- Financial Control and Premises
- Performance
- Policies and procedures (including safeguarding)

Governors 2021/2022

Chair of Governors - Mrs Tessa Miller - tessa.miller@puritonprimaryschool.org.uk

Vice Chair of Governors - Mrs Kathryn Marshall

Child Protection and Safeguarding Governor - Mrs Tessa Miller

Full list of LGB Governors:

Mrs Claire Allan (LGB - Appointed Governor)
Mrs Betsy Bowerman (LGB - Appointed Governor)
Mrs Mikaela Kanka (Elected Parent Governor)
Miss Samantha Travis (Headteacher)
Mrs Sally Lunn (LGB - Appointed Governor)
Miss Trish Male (Elected Staff Governor)
Mrs Kathryn Marshall (LGB - Appointed Governor)
Mrs Tessa Miller (LGB - Appointed Governor)
Mr Nicholas Tait (LGB - Appointed Governor)
Mr Christopher Williams (LGB - Appointed Parent Governor)
Miss Katie Williams (Deputy Headteacher) - (LGB - Appointed Governor)

Mrs Kate Cox (Clerk)

What were the key issues and challenges faced by Governors in 2020/21 and how they were addressed?

- Covid-19

Steering and supporting through the myriad of class and school closures through the academic year, mostly reactionary at short notice. Ensuring the school children and the School Team were supported in terms of home learning, keeping the school open for Key Workers while understanding the well-being of all through a challenging time. Governors continued with on-line meetings.

- Staffing

The resignation of the Headteacher and Class 1 teacher resulted in new appointments in both these key areas.

What were the impact of Governors' actions, decisions and interventions in 2020/21?

- Covid-19

The Chair of Governors worked with the Headteacher and CLT to implement Government guidelines; closures in terms of class or school were minimised and actions taken in a timely manner. Governors were involved in practical support, e.g., helping on the school gates.

- Staffing

Governors were involved in the appointment of a new Head Teacher and Class 1 teacher as well as other posts.

- Monitoring data and policies

To ensure that targets were being met and policies are up to date.

Governors' priorities 2021-22

- New Headteacher

To support the new headteacher in her first year; re-assessing, re-aligning priorities, and taking forward new priorities e.g., new library, EYFS resources.

- Covid-19

Understanding and overseeing the school "catch up" plan for learning; to support staff and children to ensure attainment across all ability groups. Ensuring resilience in the school to understand and react to any future situations.

- Governor skills

Governors to share a wide range of skills and expertise from their professional lives to benefit the whole school community. Governors to be knowledgeable of school strengths and areas of development.

- Well-being

Governors to be aware of the well-being of staff and children and give support as required; appoint governor(s) for well-being. Ensuring the development of children, not only academically, but spiritually, morally, socially, and culturally.

- Scrutiny

To continue to scrutinise and analyse of data provided to Governors, review policies, documentation and risk assessments, budget setting and monitor school finances to ensure that money is well spent; holding the head teacher to account for the educational performance of the school and its pupils. Monitoring how Pupil Premium, catch up funding and sports funding grants are being spent to help close the gaps between disadvantaged children and their peers. Monitor attendance.

- Vision, ethos, and strategic direction

Ensure clarity of vision, ethos, and strategic direction.